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Teachers' Perceptions of Social and Emotional Learning Implementation



A photograph showing a teacher and a student in a classroom. The teacher, wearing a grey t-shirt with 'MCBEE ELEMENTARY' and a cartoon character on it, is smiling and holding the student's hand. The student is wearing a black hoodie and dark pants. In the background, there are classroom decorations like a clock, a 'Math Word Wall', and educational charts.

Executive Summary

Starting in 2011–2012, with the support from the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Austin Independent School District (AISD) began to phase Social and Emotional Learning (SEL) into AISD schools with the goal of having district-wide implementation in 2015–2016. Having achieved district-wide implementation, program staff sought input from teachers to plan for the next phase of SEL. Staff members were asked 16 questions on the annual Employee Coordinated Survey (ECS) addressing SEL implementation, including two open-ended questions. Staff members responses to these items were matched to their responses to SEL-related items on AISD’s annual Teaching, Empowering, Leading, and Learning (TELL) AISD Staff Climate Survey. In total, 1,609 teachers provided responses to items on both surveys.

This report provides summaries of both quantitative analyses of AISD staff members’ responses to the multiple-choice-SEL-related survey items on the ECS and the TELL Staff Climate Survey, as well as qualitative analyses of staff members’ responses to two open-ended questions addressing changes made to schools as a result of SEL implementation and providing recommendations for the future of SEL in AISD.

Analyses of the data found that for the most part, staff members reported positive experiences with SEL, citing improvements to campus climate and culture, reductions in discipline and bullying behaviors, as well as improvements in staff and student relationships. Staff members described positive experiences with SEL, with regard to CASEL’s SEL competencies (i.e., self-awareness, social awareness, self-management, responsible decision making, and relationship skills); most responses addressed relationship skills.

While most responses to survey items and the open-ended responses were positive at the elementary and high school levels, staff from middle schools were more critical of SEL, and of the Second Step curriculum, and offered insights into recommendations for improving SEL as program managers develop the next phase of SEL implementation.

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Introduction

With support from the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Austin Independent School District (AISD) began a 5-year phase-in of SEL and met the goal of district-wide SEL implementation by 2015–2016. As SEL program staff began to plan the next phase of SEL in AISD, they sought input from teachers to determine areas of strength as well as areas of needed growth. Staff members were asked 16 questions on the annual Employee Coordinated Survey (ECS) addressing SEL implementation including two open-ended questions. Staff members' responses to these items were matched to their responses to SEL-related items on AISD's annual Teaching, Empowering, Leading, and Learning (TELL) AISD Staff Climate Survey. In total, 1,609 teachers provided responses to items on both surveys.

Using both quantitative analyses of multiple-choice survey items, as well as qualitative analyses of open-ended questions, results described in this report will help SEL program staff develop the next phase of SEL implementation.

Who was included in the analyses?

In January 2016, the Department of Research and Evaluation (DRE) administered the annual TELL AISD Staff Climate Survey. Some items in this survey addressed the campus implementation of SEL (see sidebar). Additionally, DRE staff developed items to more specifically address staff members' perceptions of their experiences with SEL, and included these items on the ECS that was administered in May 2016 (see sidebar). As part of the ECS, all participants were asked to respond to two open-ended items related to SEL (see sidebar). Because staff likely participated in both surveys, teachers' responses to the TELL Survey were linked to their responses to the ECS, resulting in 1,609 responses (Table 1).

How were the data analyzed?

Because previous reports demonstrated that staff experience SEL differently based on their school level (Lamb, 2016), survey responses were analyzed separately based on school level. Open-ended responses were analyzed using software specifically designed to analyze qualitative data, which helped DRE staff identify themes that emerged from the responses. DRE staff read through all responses once, noting the topics surfacing from the responses. These topics were organized into major categories and subcategories used to code the responses. Most responses were only coded as one category, but sometimes teachers provided lengthy responses that addressed multiple categories. In cases like this, one response was coded into multiple categories. Because of this, when reporting the frequency of responses in each category (major or subcategory), the percentage refers to the number of responses to that question included in the specific category. Because teachers sometimes mentioned more than one category, the percentages for each major category may add up to more than 100. Additionally, each major category was divided into subcategories, and the percentage of the major category that each subcategory contributed to was calculated. Teachers' responses most generally related to the following categories: SEL competencies (i.e., self-awareness, social awareness, self-management, responsible decision making, and relationship skills), discipline, teacher buy-in and school climate, and recommendations for the future of SEL (Appendix A provides an overview of the most common themes that emerged from the data). The remainder of this report describes teachers' responses to these items as they relate to their responses to survey items on TELL and ECS (Appendix B provides a table of responses to each survey question by school level).

Table 1.

Number of Participants Responding to the ECS, Including Open-Ended Questions, and the TEL Survey, by School Level.

	Total	ECS Open-ended Q1	ECS Open-ended Q2	TELL
Elementary school	909	551	488	909
Middle school	384	173	171	384
High school	316	188	167	316
Total	1609	912	826	1609

Data analyzed in this report

AISD TELL Staff Climate Survey

Each spring, the TELL Staff Climate Survey is administered to all AISD staff. The following SEL-related items were analyzed for the purposes of this report:

- My principal models social and emotional competence in the way that he/she deals with students and faculty.
- All campus staff interact with one another in a way that models social and emotional competence.
- There is a clear vision for academic, social, and emotional learning in AISD.
- This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate and restorative justice).
- School staff received sufficient training regarding how to use the social and emotional learning approach.
- Staff have enough time to implement the social and emotional learning approach at this school.
- Teachers participate in a professional learning community to support students' social and emotional competence.*

Response options ranged from *strongly disagree* (1) to *strongly agree* (4).

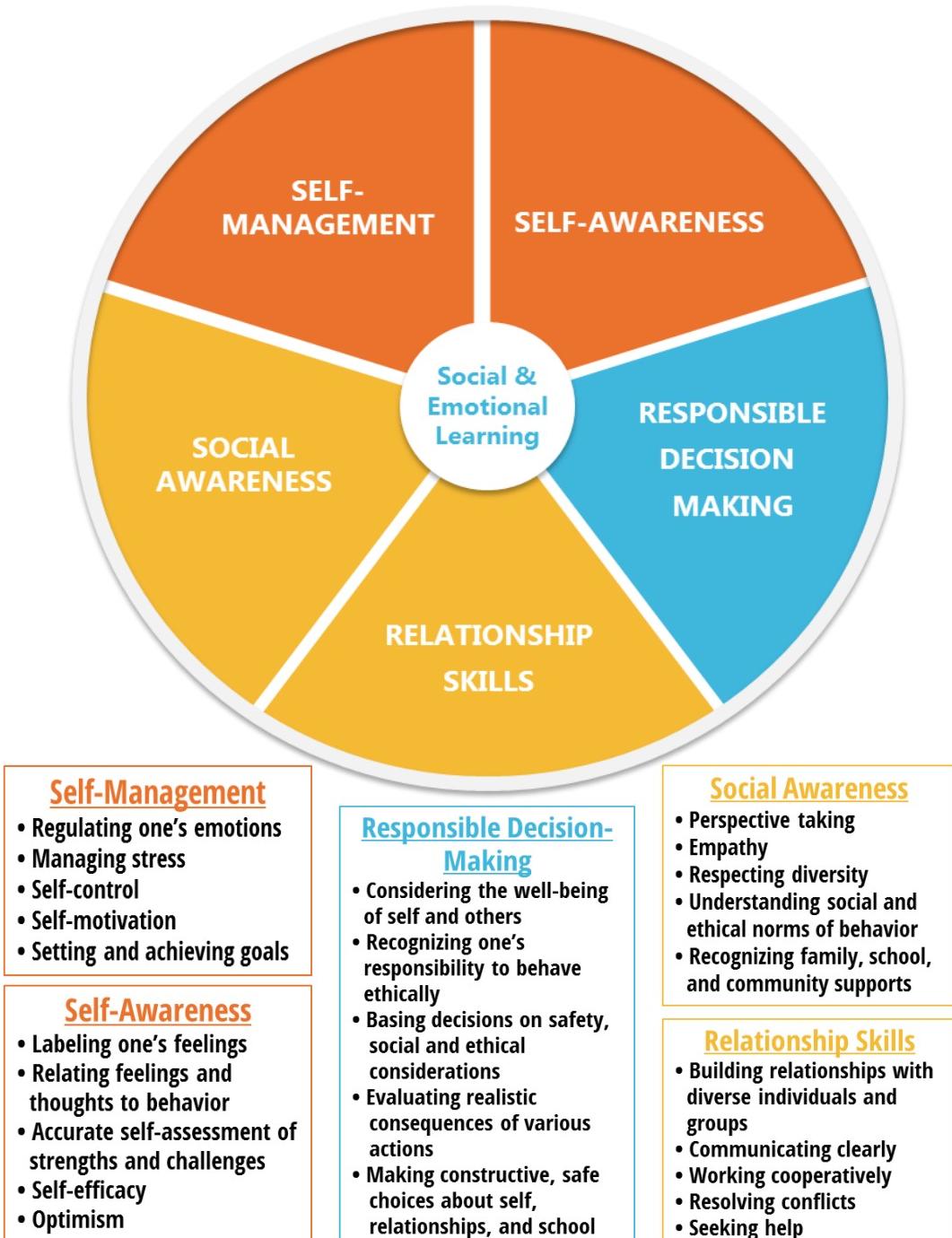
* response options for this item were *frequently*, *often*, *sometimes*, and *rarely*.

What positive changes have teachers seen on their campus as a result of SEL?

SEL Competencies

Teachers' responses to the first open-ended question aligned closely with CASEL's five core competencies (i.e., self-awareness, social awareness, self-management, responsible decision making, and relationship skills) that have been adopted by AISD's SEL Department. Figure 1 illustrates these five core competencies and outlines the skills that comprise each one. This section will describe responses relating to the five SEL competencies.

Figure 1.
The Five SEL Core Competencies Adopted by AISD's SEL Department



Data analyzed in this report, continued

ECS

Each spring, DRE administers the ECS to ask staff specific questions regarding various ongoing evaluations. In 2015–2016, all participants were asked the following questions regarding SEL (some items were based on questions developed by CASEL to identify staff's perceptions of SEL):

- The district central office provides adequate materials and curricular resources to promote social and emotional development of all students at our school.
- Teachers at my school are expected to promote the social and emotional development of all students.
- My school uses data effectively in an ongoing cycle of inquiry to inform and improve social and emotional learning practice.
- I feel confident in my ability to implement the social and emotional learning program that has been adopted at my school.
- My school has developed a long-term plan to promote social and emotional learning.
- The district includes social and emotional skills in the learning standards for students.
- There is a person at my school who is responsible for coordinating and supporting programs and activities that promote social and emotional learning.

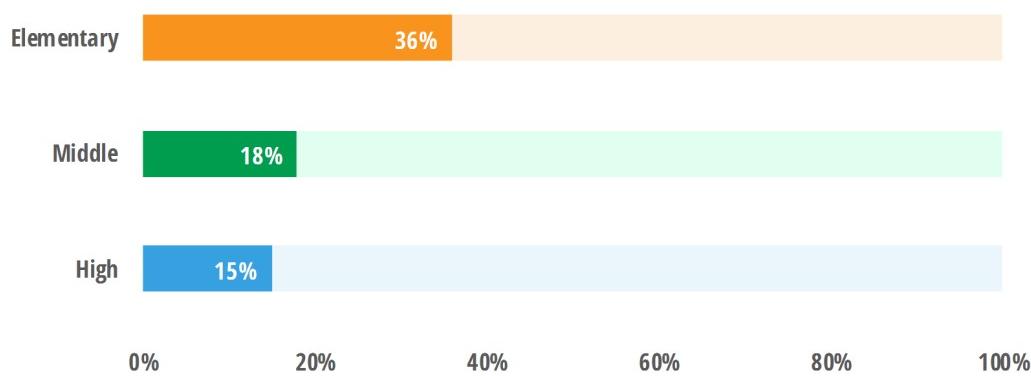
Response options ranged from *strongly disagree* (1) to *strongly agree* (4).

Relationship Skills

Of the 912 responses to this question that were analyzed, 28% were related to relationship skills (Appendix A). Responses were coded as *relationship skills* when teachers mentioned improvements in students' interpersonal skills, building relationships with diverse individuals and groups, working cooperatively, resolving conflict and problem solving, and seeking help. At all school levels (i.e., elementary, middle, and high), teachers spoke about improvements related to relationship skills more than about improvements related to the remaining four core competencies. Importantly, elementary school teachers spoke about students' improved relationship skills at twice the rate as did middle and high school teachers (Figure 2).

Figure 2.

Elementary school teachers were more likely to report improvements in *relationship skills* than were **middle** and **high** school teachers.



Source. 2015–2016 AISD Employee Coordinated Survey

Note. A total of 912 teachers responded to the question "What changes have you seen on your campus because of SEL?" Each line represents a different school level and all teachers who responded to this question. The dark segment on the left and the corresponding number represent the percentage of teachers at that school level who mentioned relationship skills. The lighter segment represents the teachers who did not mention relationship skills.

Data analyzed in this report, continued

ECS items, continued

- Please indicate how often you integrate social and emotional skills during your lessons in academic content areas (response options: *never, rarely, sometimes, frequently*).
- How many times in the past year have you received observation and coaching in social and emotional learning? (response options: *never, 1 or 2 times, 3 or 4 times, 5 or more times*).
- How useful would you rate the training you received in the following areas: social and emotional learning, how my interactions with students can promote their social and emotional skills, classroom management practices that promote social and emotional learning, and how to integrate social and emotional skill instruction with academic instruction (response options: *I do not recall having this kind of training, I found some aspects of the training useful, I found it useful but have not incorporated the training into my lessons yet, I found the training very useful*).

Open-ended questions:

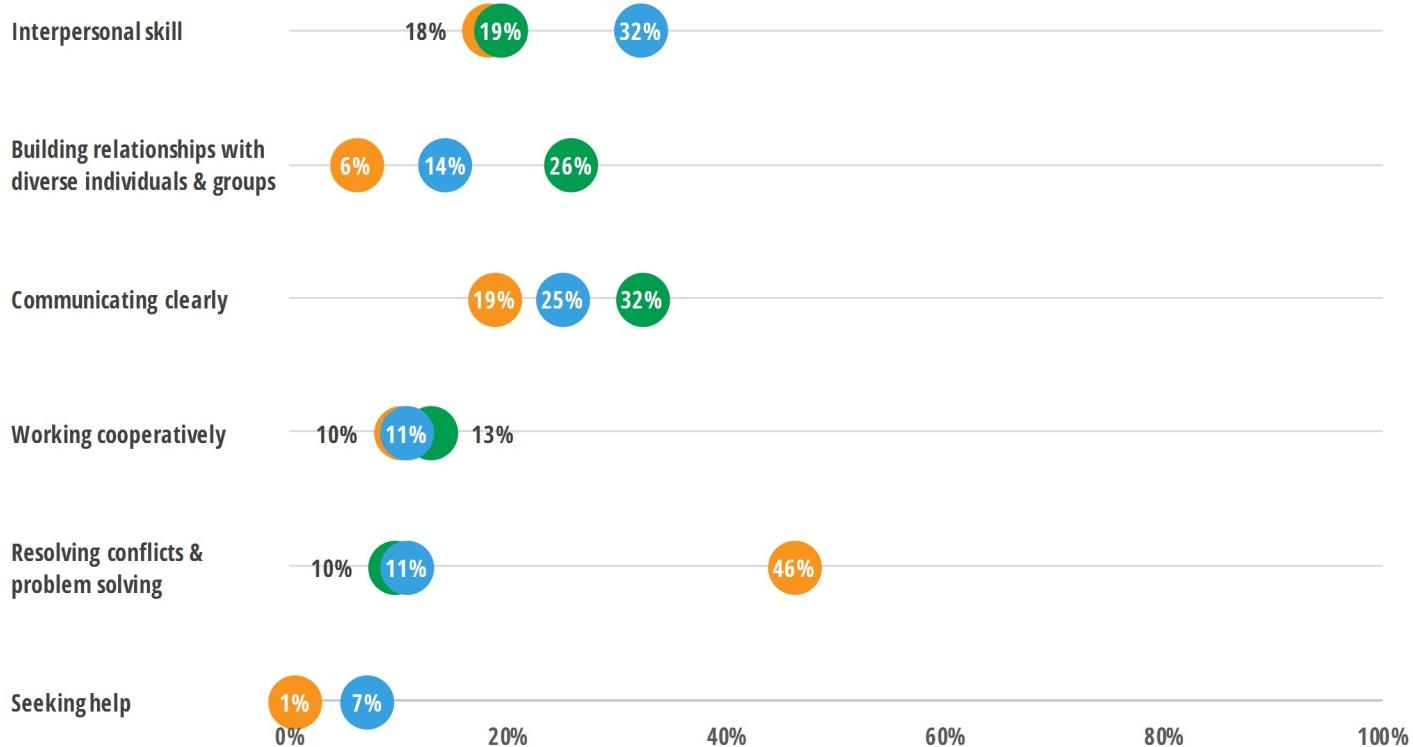
- 1) What changes have you seen at your school because of SEL?
- 2) What recommendations do you have for the future of SEL in AISD?

At the elementary school level, almost half (46%) of the responses coded as relationship skills were about students resolving conflicts and problem solving. For example, one elementary school teacher said that “students are more able to resolve conflict with each other using new effective strategies.” It was less common for middle and high school teachers to mention problem solving and conflict resolution in their responses. Middle school teachers’ relationship skills responses were mostly about students’ ability to “communicate better” with each other, and high school teachers talked most about students’ interpersonal skills, including being more “respectful to each other” and “listening to classmates.” Figure 3 depicts the relationship skills subcategories, and the percentage of total relationship skills responses for each subcategory.

“Because of SEL, students are more able to resolve conflict with each other using new effective strategies.”

– Elementary school teacher

Figure 3.
Elementary school teachers spoke about resolving conflict and problem solving in answers related to *relationship skills* more than did **middle** and **high** school teachers.



Source. 2015–2016 AISD Employee Coordinated Survey

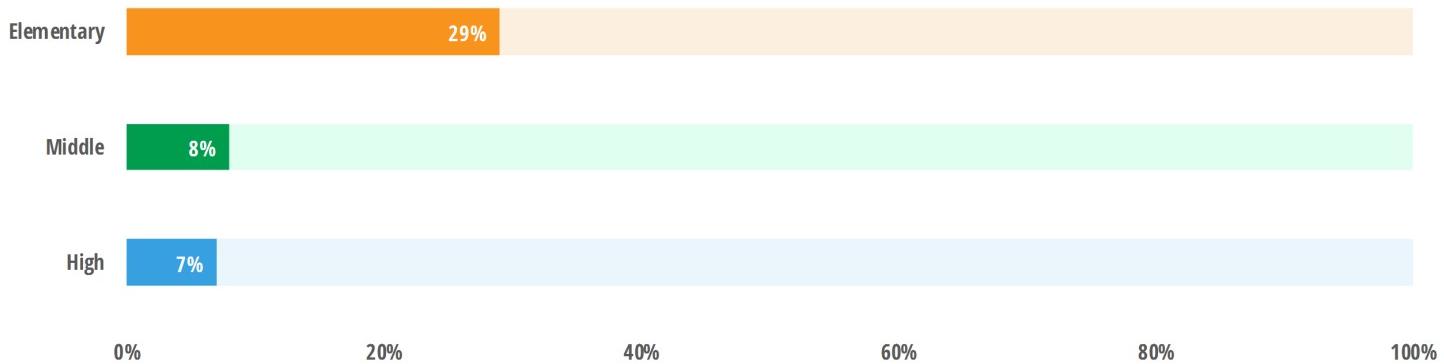
Note. Each line represents a subcategory of the larger relationship skills category. Values represent the percentage of the total relationship skills category for each subcategory. The denominator is the total relationship skills responses given at the school level. The numerator is the amount of responses coded as the specific subcategory. The six values for each grade level add up to 100%

Self-Management

Responses were coded as *self-management* when teachers spoke about improvements in their students' calm-down strategies, emotion regulation, managing stress, self-control, self-motivation, and setting and achieving goals. Of all responses, 21% fell into this category (see Appendix A). At the elementary school level, 29% of teachers spoke about improvements they saw in their students' self-management skills, while middle and high school teachers spoke about this topic much less frequently (Figure 4).

Figure 4.

Elementary school teachers were more likely to report improvements in *self-management* than were **middle** and **high** school teachers.



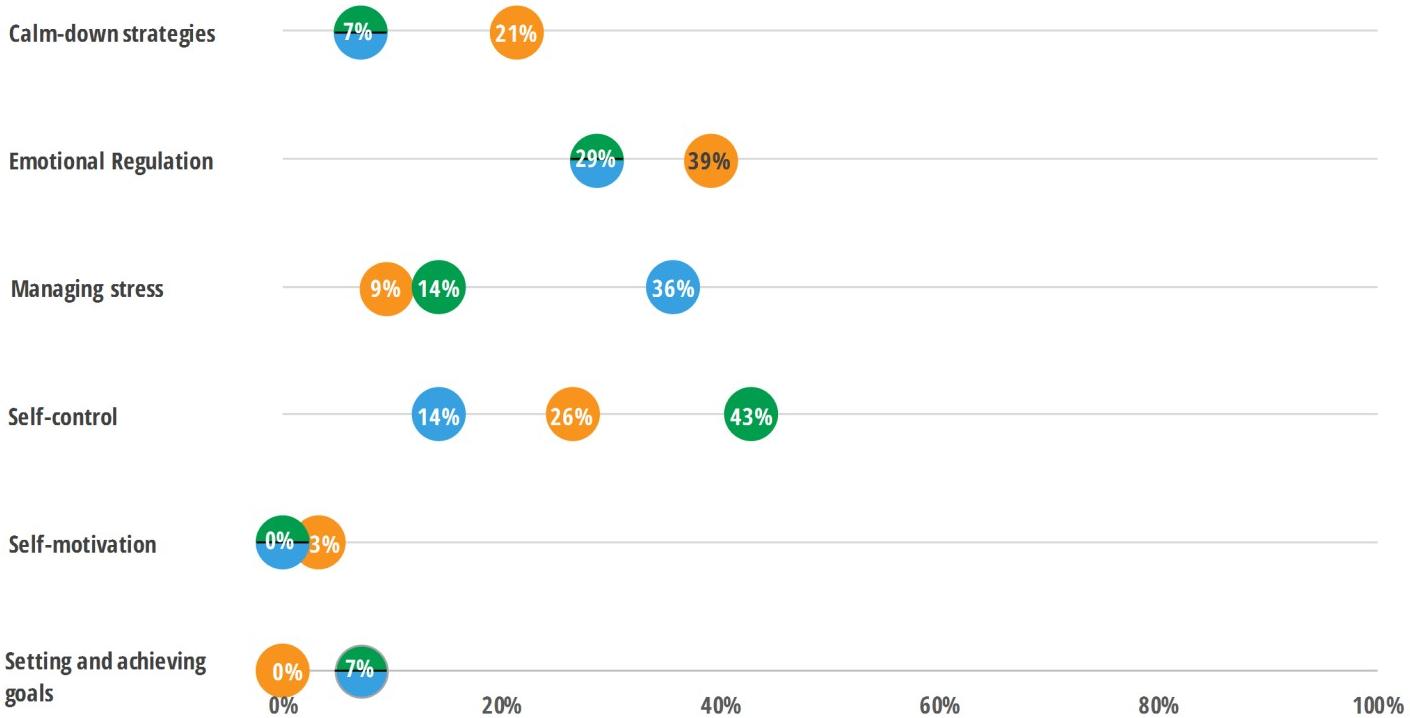
Source. 2015–2016 AISD Employee Coordinated Survey

Note. A total of 912 teachers responded to the question “What changes have you seen on your campus because of SEL?” Each line represents a different school level and all teachers who responded to this question. The dark segment on the left and the corresponding number represent the percentage of teachers at that school level who mentioned self-management. The lighter segment represents the teachers who did not mention self-management.

Among all teachers' responses relating to self-management, elementary school teachers spoke most about students' improved emotional regulation (Figure 5). For example, one teacher believed that SEL had improved the way students "learned to control their strong feelings and look for solutions." Another stated that students "are able to regulate their emotions because of the [SEL] strategies taught." Elementary school teachers also spoke about students' abilities to calm themselves down and how their self-control had improved. Although CASEL's framework includes self-motivation and setting and achieving goals as facets of self-management (Figure 1), these topics were rarely mentioned by teachers across all school levels.

Figure 5.

Elementary school teachers spoke most about calm-down strategies in their *self-management* responses, while **high school** teachers spoke most about managing stress.



Source. 2015–2016 AISD Employee Coordinated Survey

Note. Each line represents a subcategory of the larger self-management category. Values represent the percentage of the total self-management category for each specific subcategory. The denominator is the total relationship skills responses given at the school level. The numerator is the amount of responses coded as the specific subcategory. The six values for each school level add up to 100%.

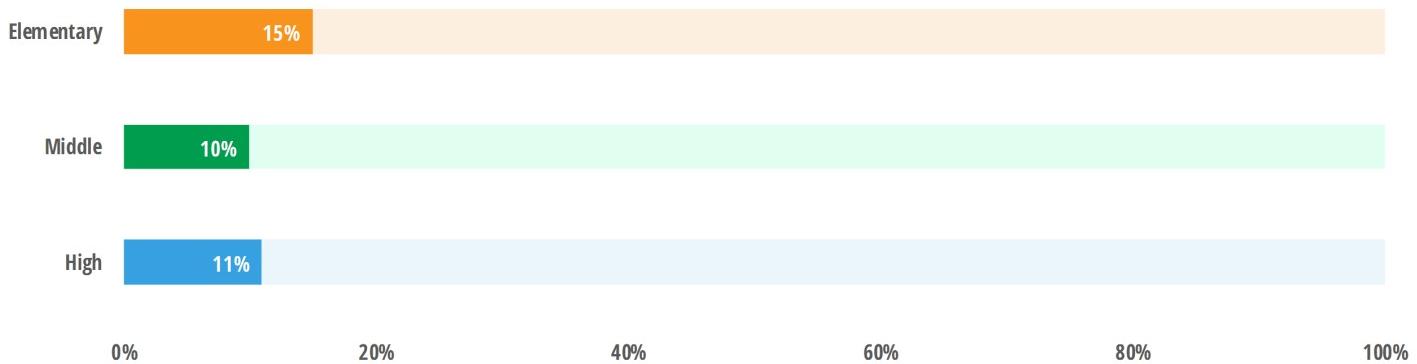
Teachers' responses at the middle school and high school levels share the same value for multiple subcategories, and this is represented by a circle that is half green and half blue.

Responsible Decision Making

Thirteen percent of teachers' responses related to observing positive changes in their students' responsible decision-making skills (Appendix A). This category consisted of responses about considering the well-being of self and others, recognizing one's responsibility to behave ethically, basing decisions on safety, social and ethical considerations, evaluating realistic consequences of various actions, making constructive, safe choices about self, relationships, and school, less fights, and fewer disciplinary infractions. Middle and high school teachers responded with this type of answer at a similar rate, while elementary school teachers provided the most responses related to responsible decision-making (Figure 6).

Figure 6.

Elementary school teachers spoke about improvements they saw in students' *responsible decision-making* more than did **middle** and **high** school teachers.

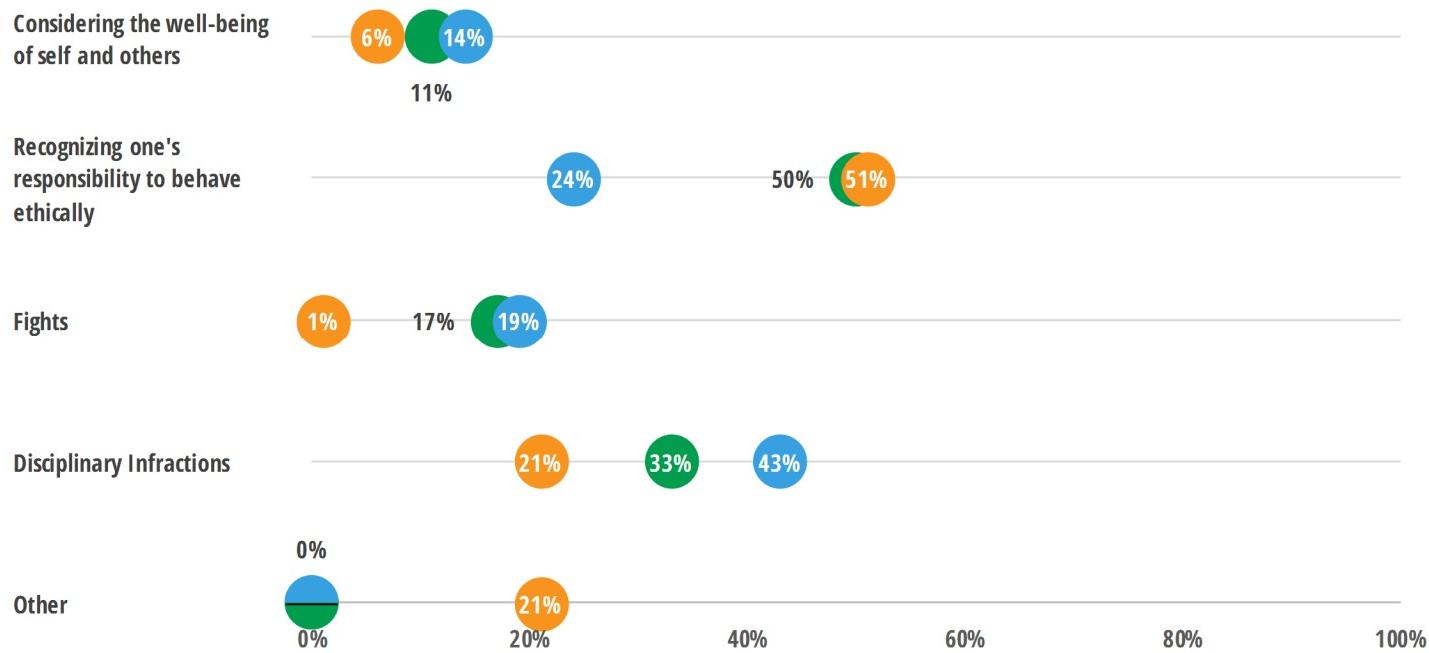


Source. 2015–2016 AISD Employee Coordinated Survey

Note. A total of 912 teachers responded to the question "What changes have you seen on your campus because of SEL?" Each line represents a different school level and all teachers who responded to this question. The dark segment on the left and the corresponding number represent the percentage of teachers at that school level who mentioned responsible decision-making. The lighter segment represents the teachers who did not mention responsible decision making.

Seven percent of elementary and 5% of middle school teachers spoke about students' improved ability to recognize their responsibility to behave ethically as a result of SEL at their school. Additionally, many teachers spoke about better behavior by their students. For example, one middle school teacher said that "the behavior of the students has improved dramatically" after their school implemented SEL, and many other teachers simply cited "positive behavior" or "good behavior" as an improvement they observed in their students as a result of SEL implementation at their school. Although high school teachers mentioned improvements in their students' behavior, they were much more likely to talk about a decrease in fighting and disciplinary infractions. Indeed, 62 % of high school teachers' responses to this question related to decreases in discipline and fighting compared with 22% of elementary school teachers' responses (Figure 7). Similarly, 39% of middle school teachers described reductions in fights and disciplinary infractions when outlining positive changes on their campus as a result of SEL. Conversely, few elementary school teachers spoke about fights when describing positive benefits of SEL, but did mention reductions in disciplinary infractions as a positive change on their campus as a result of SEL. Figure 7 depicts the subcategories of the responsible decision making category, and the percentage of total responsible decision making responses for each subcategory.

Figure 7.
Middle and **high** school teachers talked more about reductions in fights and disciplinary infractions than did **elementary** school teachers.



Source. 2015–2016 AISD Employee Coordinated Survey

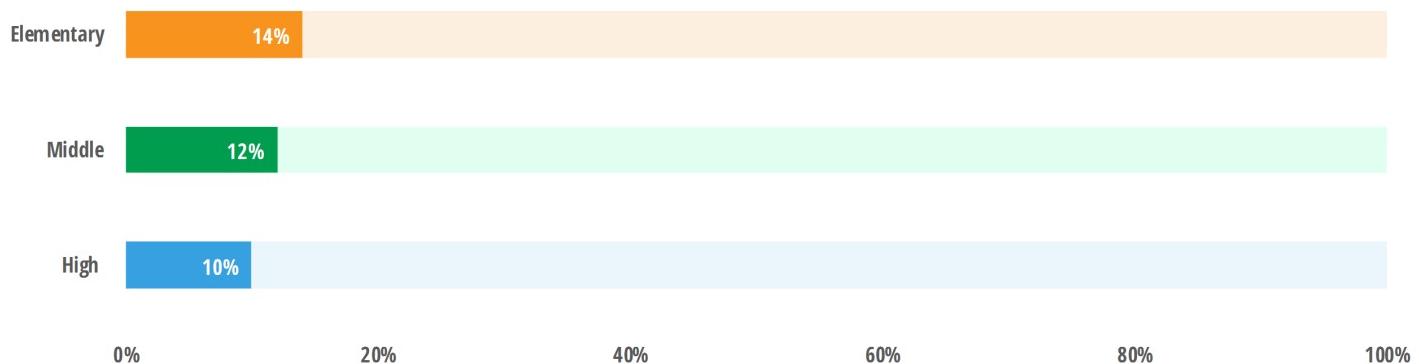
Note. Each line represents a subcategory of the larger responsible decision making category. Values represent the percentage of the total responsible decision-making category for each subcategory. The denominator is the total relationship skills responses given at the school level. The numerator is the amount of responses coded as the specific subcategory. The six values for each school level add up to 100%.

Teachers' responses at the middle school and high school levels share the same value on the other subcategory and this is represented by a circle that is half green and half blue.

Social Awareness

The *social awareness* category included responses about improvements in perspective taking; empathy; respecting diversity; understanding social and ethical norms of behavior; and recognizing family, school, and community supports. Teachers mentioned this category in 13% of responses (Appendix A). Across all school levels, teachers described improvements in students' social awareness skills as a positive change they had observed as a result of SEL implementation at their school (Figure 8).

Figure 8. **Elementary**, **middle**, and **high** school teachers talked about *social awareness* with similar frequency in their respective responses.



According to CASEL's framework, social awareness includes empathy as part of this skill set, which was a popular response by elementary school teachers (Figure 1). As one teacher stated, because of SEL, "our students are more empathetic towards each other." However, few middle school and high school teachers discussed improved empathy in their students. Instead, middle school and high school teachers described ways that SEL made their students better at respecting diversity.

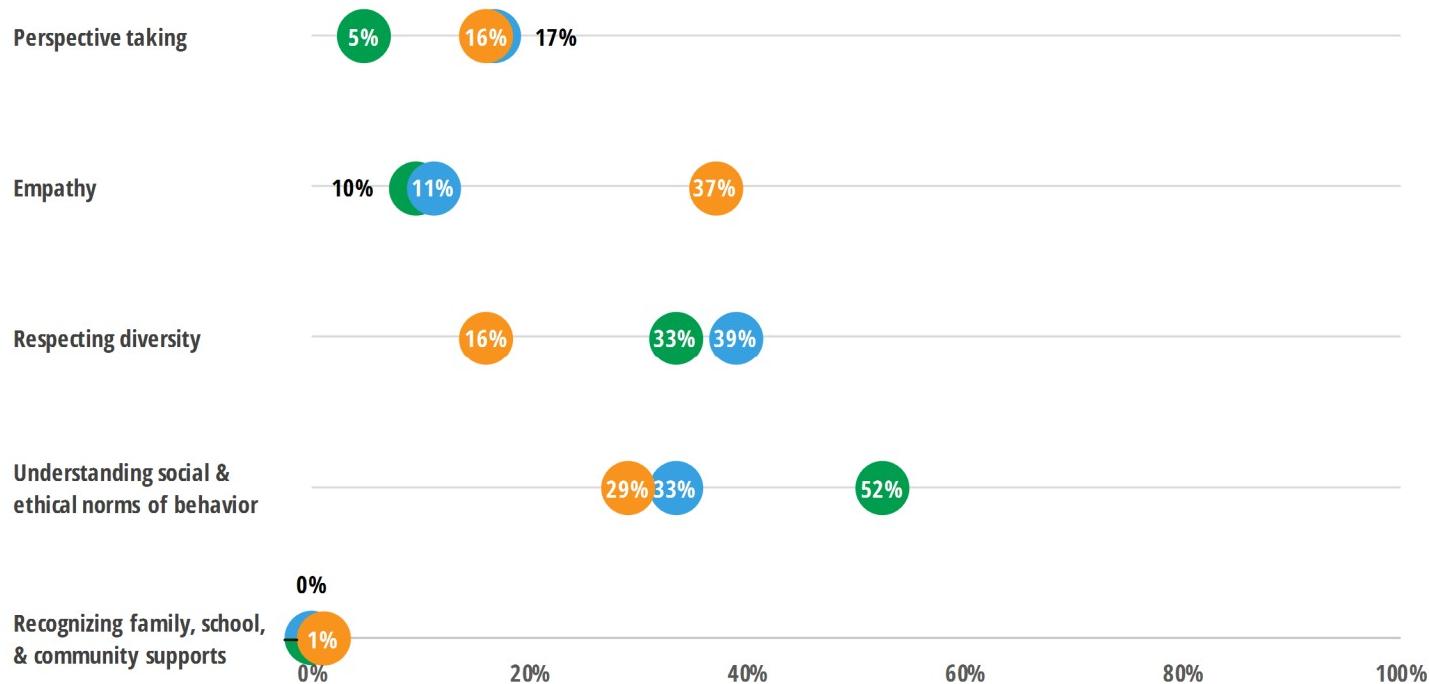
"Students are more empathetic and aware of others' emotions and feelings."

- Elementary school teacher

One high school teacher felt that because of SEL, there was “a better understanding from both students and instructors on how we can make the classroom a more inclusive learning environment.” Similarly, a middle school teacher stated that one positive change they observed at their school was that “students overall are very aware of social issues and are learning to become more sensitive or at least aware of these issues and each other.” All teachers reported that SEL had helped improve students’ understanding of social and ethical norms of behavior. One middle school teacher said, “Students are more aware of how what they do and say can affect others around them.” Few teachers cited an improvement in perspective taking, and although AISD lists “recognizing families, school, and community supports” as a tenet of social awareness, teachers did not observe any positive changes on their campus related to this category (Figure 9).

Figure 9.

When giving *social awareness* responses, **elementary school teachers spoke about empathy more than did **middle** and **high** school teachers. **Middle** and **high** school teachers were more likely to talk about respecting diversity than were elementary school teachers.**



Source. 2015–2016 AISD Employee Coordinated Survey

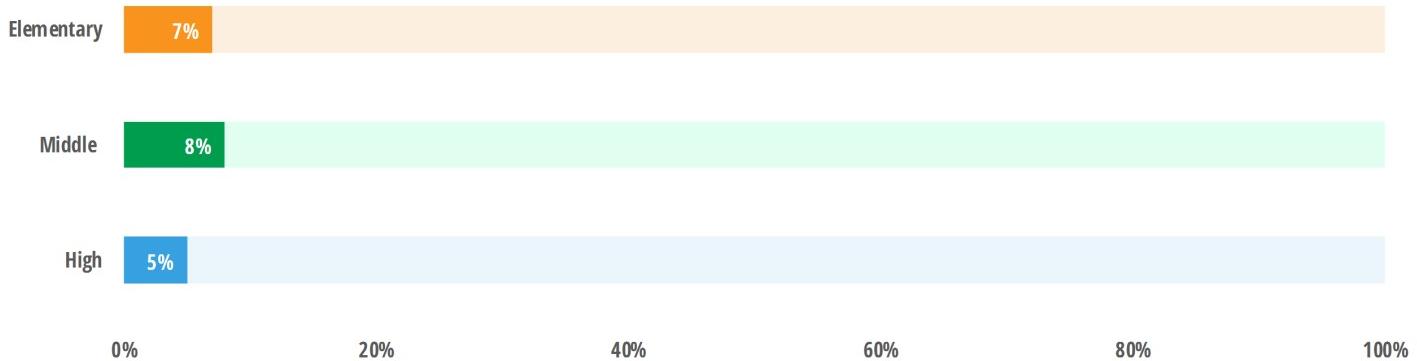
Note. Each line represents a subcategory of the larger social awareness category. Values represent the percentage of the total social awareness category for each subcategory. The denominator is the total social awareness responses given at the school level. The numerator is the amount of responses coded as the specific subcategory. The five values for each school level add up to 100%.

Teachers’ responses at the middle school and high school level share the same value on recognizing family, school, and community supports and this is represented by a circle that is half green and half blue.

Self-Awareness

Of all five core competencies, self-awareness was mentioned least by teachers at all school levels, with only 7% of responses relating to this topic (Appendix A). Self-awareness responses included improvements in optimism, self-efficacy, accurate self-assessment of strengths and challenges, relating thoughts and feelings to behavior, and labeling one's feelings.

Figure 10.
Few Elementary, middle, and high school teachers mentioned *self-awareness* when discussing the positive influence of SEL on their campus.



Teachers at all levels referenced changes in self-awareness at similarly low rates (Figure 10). It is possible that teachers cited these kinds of changes less than other changes because of their internal nature. It is harder for teachers to observe psychological changes in their students than it is to see changes in categories that are more easily illustrated by students' behaviors.

Additional Themes Relating to Positive Changes as a Result of SEL

Discipline

When answering the question “What changes have you seen on campus because of SEL” in discussing topics related to one of the five core competencies, some teachers discussed discipline. For example, some elementary school teachers discussed peace areas and peace paths when describing self-management improvements on their campus related to SEL. One elementary school teacher stated that “students use the peace path to work through conflicts,” and another elementary school teacher said that they appreciated having a peace area where students could go when they needed to regulate their emotions.

Although 22 elementary school teachers referenced peace areas and peace paths when talking about the positive changes SEL has brought to their campus, only one high school teacher mentioned peace areas, and no middle school teachers mentioned peace areas. This contrast makes sense in that middle school and high school SEL instructional resources do not include these practices. Middle and high school teachers cited the use of circles and restorative practices in their classrooms.

As described earlier, some teachers discussed a decrease in the number of fights and disciplinary infractions to their school after SEL implementation, while simultaneously mentioning an increase in positive behavior among their students. Although peace areas were cited by many teachers as a proactive tool used to increase positive behavior by their students and decrease disciplinary issues, responses from middle school and high school teachers suggested that this tool is not the only proactive practice that can lead to better discipline outcomes.

In addition, responses from the 2015–2016 TELL Survey showed that teachers believed that, on average, their school’s discipline practices promoted SEL (Figure 11). While elementary school teachers referenced peace areas when talking about proactive discipline practices that promote SEL, middle and high school teachers seemed to have found other SEL practices that proactively influenced discipline outcomes, such as restorative practices and circles.

Figure 11. Elementary, middle, and high school teachers agreed that their school’s discipline practices promoted SEL.

Elementary

3.2 a,b

Middle

2.8 a,c

High

3.0 b,c

1.0

2.0

4.0

Source. 2015–2016 AISD Teaching, Empowering, Leading, and Learning (TELL) survey.

Note. All groups were significantly different at $p < .001$. Response options ranged from 1 = *strongly disagree* to 4 = *strongly agree*, $p < .05$.

Means showing the same letter indicate a significant difference at $p < .01$.¹⁸

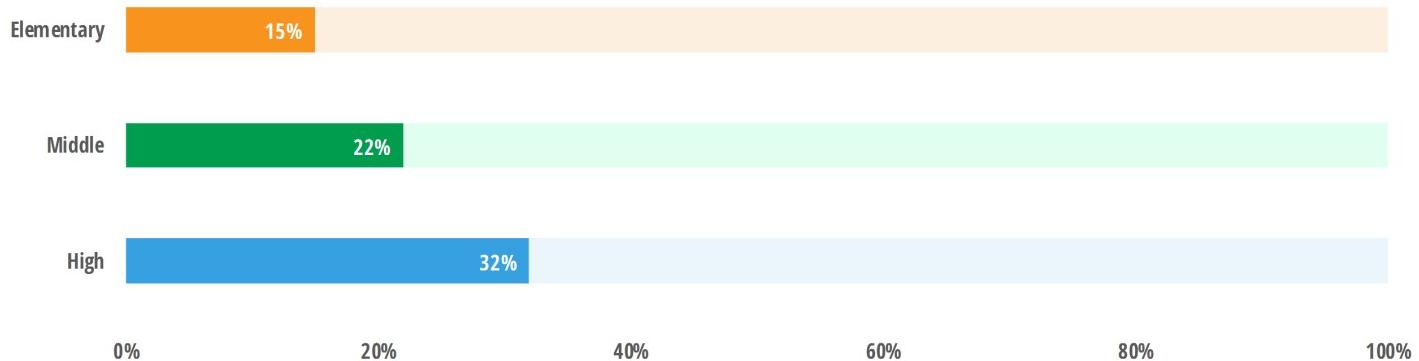
“We have...reframed our discipline perspective to be more restorative. This has been hugely positive.”
-high school teacher

Teacher Buy-In and Adult SEL Skills

Another common theme that emerged from teachers' descriptions of changes they had seen at their school resulting from SEL related to teacher buy-in and improvements in adults' SEL skills. Middle school and high school teachers stated changes in teachers' buy-in and SEL skills more than they talked about any of the five core competencies (Figure 12).

Figure 12.

High school teachers included *teacher buy-in and adult SEL skills* when discussing positive changes they had seen on their campus more than did **middle** and **elementary** teachers.



Source. 2015–2016 AISD Employee Coordinated Survey

Note. A total of 912 teachers responded to the question "What changes have you seen on your campus because of SEL?" Each line represents a different school level and all teachers who responded to this question. The dark segment on the left and the corresponding number represent the percentage of teachers at that school level who mentioned teacher buy-in and adult SEL skills. The lighter segment represents the teachers who did not mention teacher buy-in and adult SEL skills.

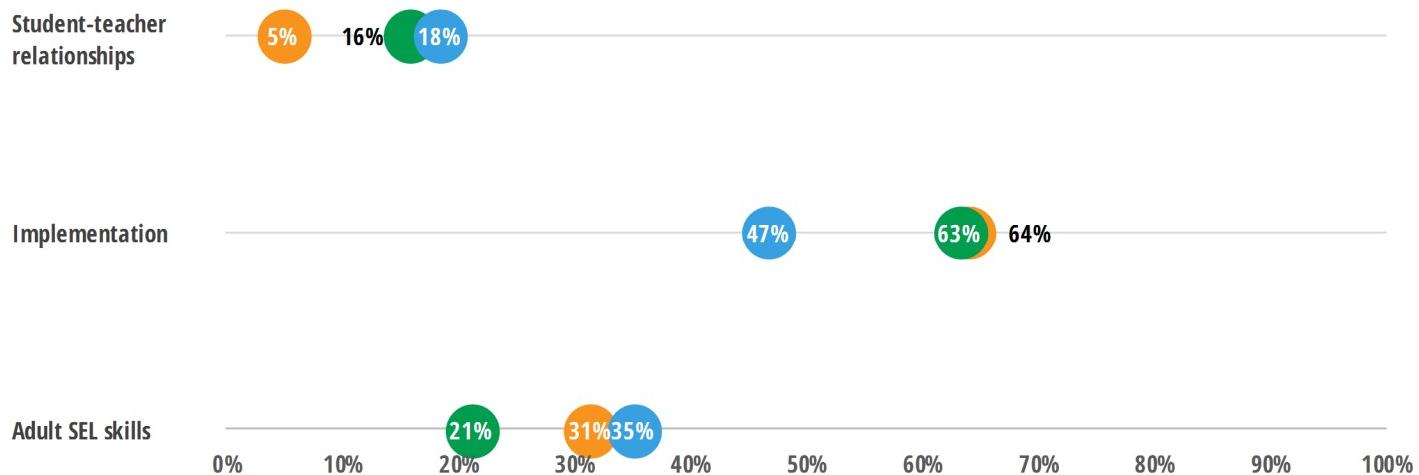
When giving teacher buy-in and adult SEL skills answers, 12% of teachers referenced an increase and improvement in the implementation of SEL at their school. Many teachers gave examples of what implementation looked like at their school, including “circles” used in restorative practices, specialized lessons on topics such as “suicide prevention,” and “mindfulness minutes.” Additionally, many teachers talked about their own SEL skills developing and improving (Figure 13). One high school teacher said “Staff are responding to the research they read and understand that learning is more successful in a joyful and accepting atmosphere.” Finally, some teachers talked about SEL improving student-teacher relationships. A high school teacher stated quite eloquently,

The number one thing that has changed on our campus is student-teacher relationships. The teachers that [implement] SEL lessons have great relationships with their students. The lessons provide a platform that allow teacher and students to come to level terms about conflicts within the campus.

An elementary school teacher also supported this idea, saying that there was “more collaboration and respect between students, staff and teachers.”

Figure 13.

Elementary, middle, and high school teachers all spoke about SEL implementation in their responses related to *teacher buy-in and adult SEL skills*.



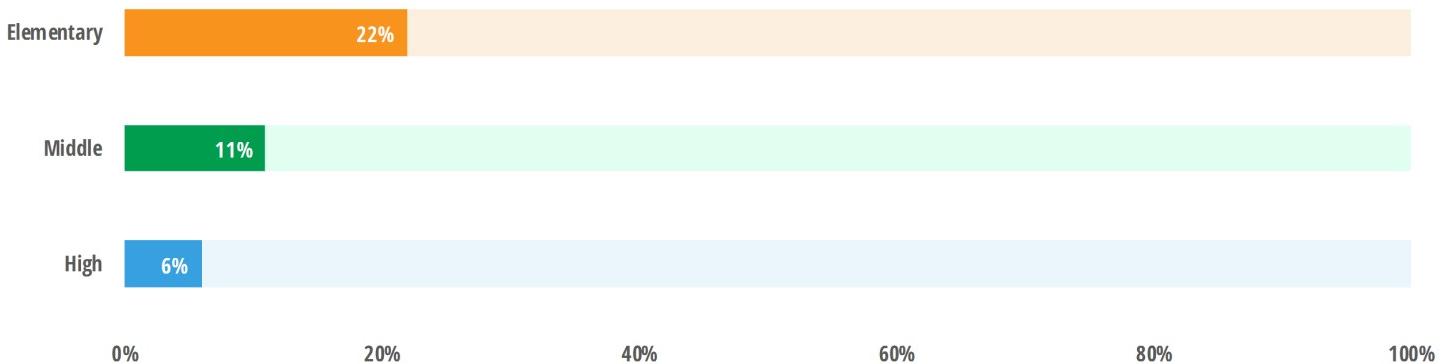
Source. 2015–2016 AISD Employee Coordinated Survey

Note. Each line represents a subcategory of the larger teacher buy-in and adult SEL skills. Values represent the percentage of the total teacher buy-in and adult SEL skills category for each subcategory. The denominator is the total relationship skills responses given at the school level. The numerator is the amount of responses coded as the specific subcategory. The three values for each school level add up to 100%.

School Climate

Overall, 16% of teachers spoke about SEL leading to changes in school climate (Appendix A). School climate was mentioned as a positive change resulting from SEL by a higher percentage of elementary school teachers than of middle or high school teachers (Figure 14). Regardless of school level, teachers referred to the overall school climate being “more positive and accepting,” “relaxed and unified,” and having a “student population that feels safe and respected” as a result of SEL implementation.

Figure 14.
Elementary school teachers included responses related to *school climate* more than did **middle** and **high** school teachers.



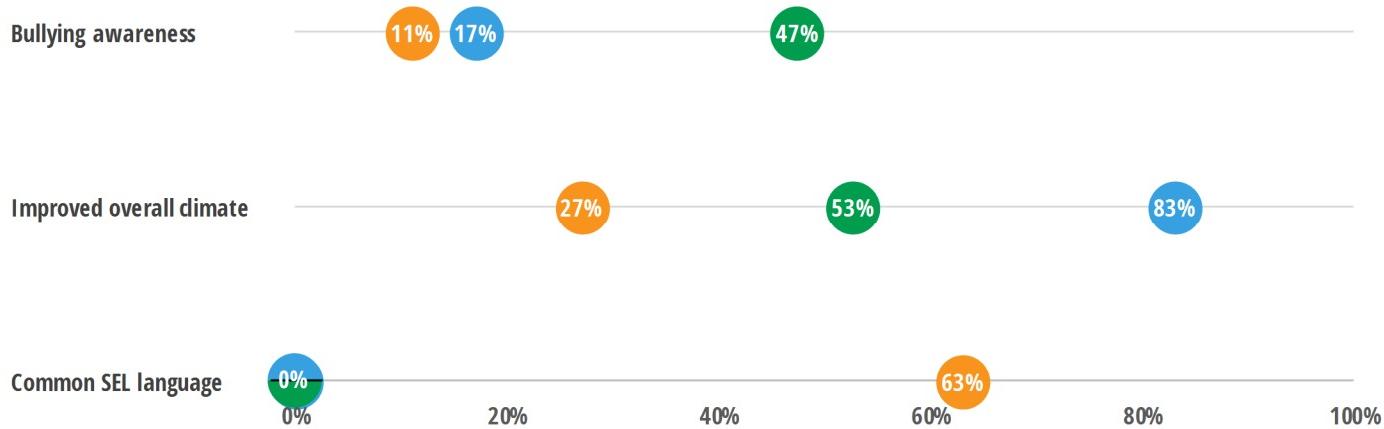
Source. 2015–2016 AISD Employee Coordinated Survey

Note. A total of 912 teachers responded to the question “What changes have you seen on your campus because of SEL?” Each line represents a different school level and all teachers who responded to this question. The dark segment on the left and the corresponding number represent the percentage of teachers at that school level who mentioned school climate. The lighter segment represents the teachers who did not mention school climate.

Some teachers also talked about students exhibiting greater awareness of and fewer reported incidents of bullying in their schools. Bullying accounted for 11% of elementary school teachers' school climate responses, 47% of middle school teachers' responses, and 17% of high school teachers' responses (Figure 15). One middle school teacher reported that "kids understand the roles of bullying and what to do when they see it." An elementary school teacher said, "I have seen students be more empathetic to each other, with less bullying." Many elementary school teachers referred to a "common SEL language" used and understood by students and teachers throughout the school. In fact, this kind of response dominated the school climate category for elementary school teachers, with 63% of responses related to this theme (Figure 15). However, neither middle nor high school teachers mentioned a common SEL language in their responses to this question. This could be why the rate of school climate responses was much higher at the elementary school level than at the middle school and high school levels.

Figure 15.

Elementary school teachers described the importance of a common SEL language as a positive change on their campus resulting from SEL. **Middle** and **high** school teachers did not discuss a common SEL language in their responses.



Source. 2015–2016 AISD Employee Coordinated Survey

Note. Each line represents a subcategory of the larger school climate category. Values represent the percentage of the total school climate category for each subcategory. The denominator is the total relationship skills responses given at the school level. The numerator is the amount of responses coded as the specific subcategory. The three values for each grade level add up to 100%.

Teachers' responses at the middle and high school levels share the same value for a common SEL language and this is represented by a circle that is half green and half blue.

No Change

Finally, at all grade levels, 14% of teachers responded that they saw no changes on their campus as a result of SEL (Appendix A). Although it was rare, a few teachers (2%) reported they saw negative changes on their campus as a result of SEL. Middle school teachers were more likely to report seeing no change or a negative change at their school because of SEL (29%), than were high school (20%) or elementary school teachers (12%). SEL implementation has been going well at most AISD schools, but there is still room for improvements at some schools across all levels. Teachers' answers to the second open-ended response questions about their recommendations supported this idea.



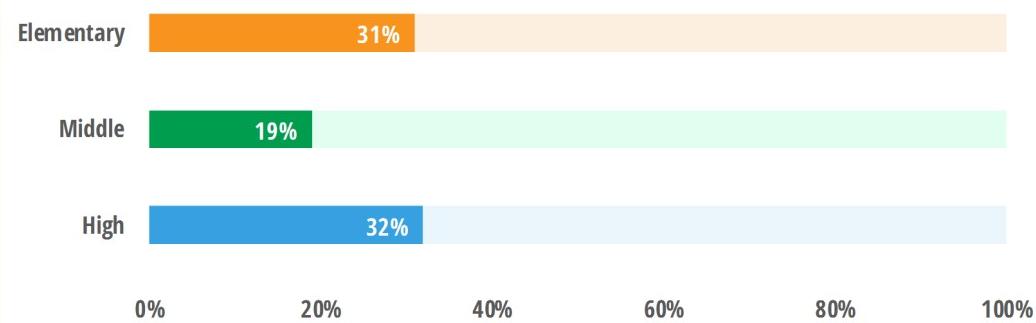
What recommendations do you have for the future of SEL at AISD?

In addition to being asked what changes teachers observed on campus because of SEL implementation, teachers were also asked what recommendations they had for the future of SEL in AISD. A total of 826 teachers answered this question.

Continue SEL

The most common recommendation by elementary and high school teachers was to continue the program as it is (31% and 32%, respectively). Teachers stated that they would not change anything, and that they wanted AISD to “keep up the good work!” This kind of response was heard much less from middle school teachers, with only 19% responding in this manner (Figure 16).

Figure 16.
The most common recommendation by **elementary** and **high** school teachers was to continue the program as it is.



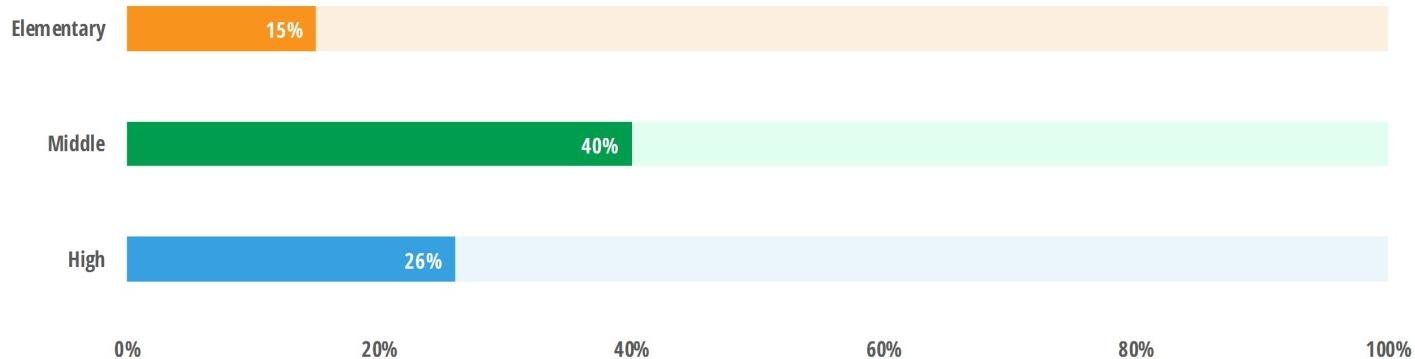
Source. 2015–2016 AISD Employee Coordinated Survey

Note. A total of 826 teachers answered the question “What recommendations do you have for the future of SEL at AISD? Each line represents a different school level and all teachers who responded to this question. The dark segment on the left and the corresponding number represent the percentage of teachers at that school level who mentioned continue SEL. The lighter segment represents the teachers who did not mention continue SEL.

Curriculum and Lesson Improvement

Instead of wanting to continue the program as is, most middle school teachers recommended making improvements and changes to the lessons and curriculum. Indeed, 40% of middle school teachers made some sort of recommendation to alter or abandon the current curriculum, including suggestions to “get rid of the binder” and “stop using Second Step” (Figure 17).

Figure 17.
Middle school teachers recommended improving the curriculum and lessons more than did **elementary** and **high** school teachers.

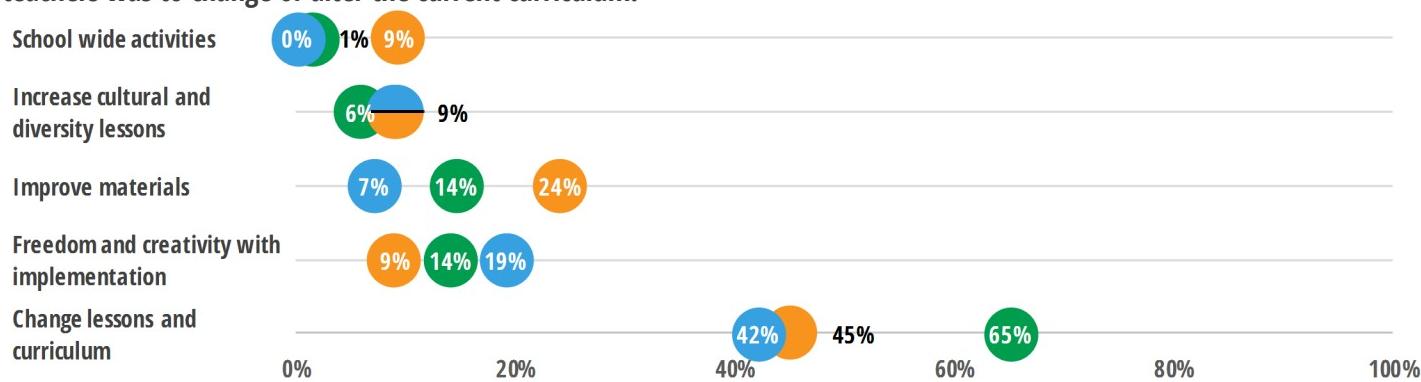


Source. 2015–2016 AISD Employee Coordinated Survey

Note. A total of 826 teachers answered the question “What recommendations do you have for the future of SEL at AISD? Each line represents a different school level and all teachers who responded to this question. The dark segment on the left and the corresponding number represent the percentage of teachers at that school level who mentioned *curriculum and lesson improvement*. The lighter segment represents the teachers who did not mention *curriculum and lesson improvement*.

Although there were other recommendations, including more school-wide activities and improved materials, most suggestions referenced specific types of changes teachers wanted made to the lessons and curriculum (Figure 18). One middle school teacher said, “Stop using the Second Step binder. It is limiting and somewhat outdated.” Many middle school teachers recommended making changes to the lessons to make them more “interesting,” “relevant,” and “age appropriate.”

Figure 18.
The most common kind of *curriculum and lesson improvement* response from **elementary**, **middle**, and **high** school teachers was to change or alter the current curriculum.



Source. 2015–2016 AISD Employee Coordinated Survey

Note. Each line represents a subcategory of the larger curriculum and lesson improvement category. Values represent the percentage of the total curriculum and lesson improvement category for each subcategory. The denominator is the total relationship skills responses given at the school level. The numerator is the amount of responses coded as the specific subcategory. The five values for each school level add up to 100%. Teachers responses at the elementary school and high school levels share the same value on increase cultural and diversity lessons, and this is represented by a circle that is half orange and half blue.

Many elementary and high school teachers had similar recommendations to change the SEL curriculum and lessons (15% and 26%, respectively). For example, an elementary school teacher recommended using “a more engaging curriculum that’s fun and imaginative.” Some teachers recommended improved materials, including “more up-to-date videos,” “handouts for each lesson,” and “books to go along with the lessons.” Some teachers recommended focusing more on cultural diversity in SEL lessons, including topics such as “racism,” “LGBT issues,” and “tolerance for diversity.” Finally, some teachers wanted the freedom to creatively change and alter the provided lessons to better address their specific class populations, including a high school teacher who said “Let the schools find their own way [to teach SEL]. Each school community has different factors that impact student well-being.” Notably, some secondary teachers mentioned the importance of student voice and involvement when writing SEL curriculum. For example, one high school teacher wanted “to see more student developed, led, facilitated lessons and activities.”

“Let the schools find their own way [to teach SEL]. Each school community has different factors that impact student well-being.”

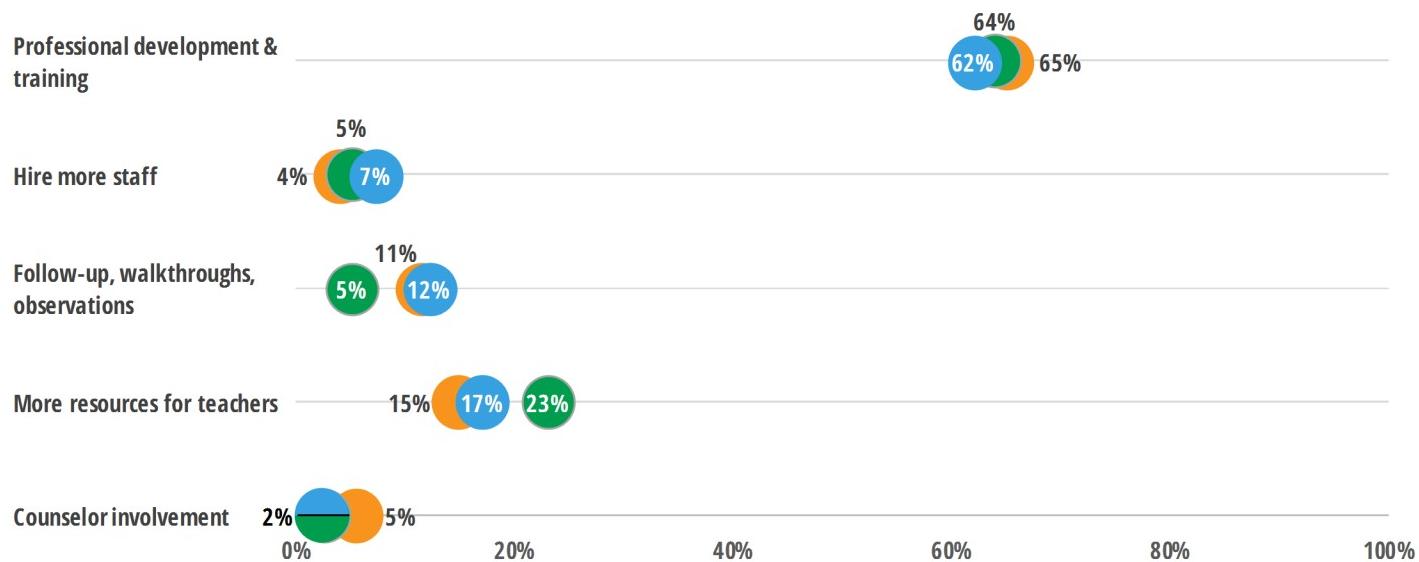
– high school teacher

Implementation Support

Teachers in all grade levels recommended improved support for teachers in SEL implementation (12%) (Appendix A). Most of these responses were recommendations for more SEL professional development and training opportunities (Figure 19). Teachers had many suggestions, including “refresher trainings” for teachers who had already been trained in SEL, “mandatory SEL training for new teachers,” and training in “SEL curriculum writing.”

Figure 19.

Elementary, middle, and high school teachers mostly spoke about professional development and training opportunities in responses related to implementation support.



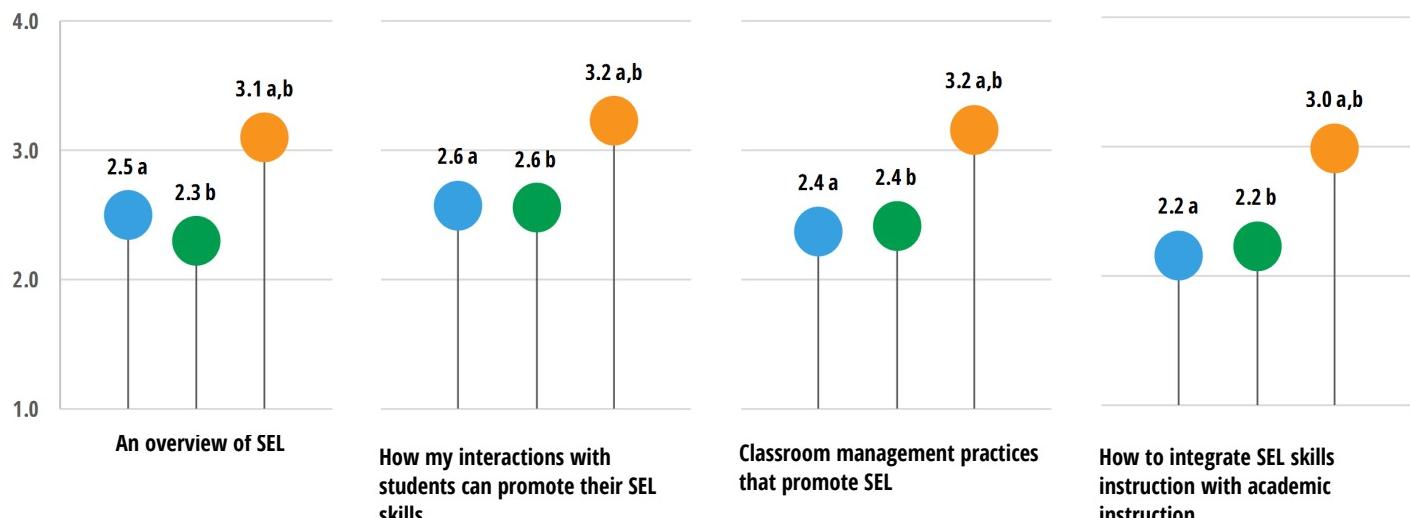
Source. 2015–2016 AISD Employee Coordinated Survey

Note: Each line represents a subcategory of the larger relationship skills category. Values represent the percentage of the total implementation support category for each subcategory. The denominator is the total implementation support responses given at the school level. The numerator is the amount of responses coded as the specific subcategory. The five values for each school level add up to 100%. Teachers’ responses at the middle school and high school levels share the same value on counselor involvement and this is represented by a circle that is half green and half blue.

Importantly, teachers' responses to the ECS survey item addressing SEL training showed that teachers found at least some of the aspects of the SEL professional development training they received useful (Figure 20). These teachers' open-ended responses corroborated the survey results, indicating that teachers value SEL training, find them useful, and would like more opportunities for these kinds of trainings.

Figure 20.
Elementary, middle, and high school teachers found some aspects of the SEL training they received useful.

How useful would you rate the training you received in the following areas:



Source. 2015–2016 AISD Employee Coordinated Survey

Note. Responses choices were 1=I do not recall having this kind of training, 2=I found some aspects of the training useful, 3=I found it useful but have not incorporated the training into my lessons yet, and 4=I found the training very useful.

For each of the questions, there were significant differences between teacher responses at the elementary and middle school and elementary and high school levels. Means showing the same letter indicate a significant difference between levels within each item at $p < .01$.

Additionally, more training might lead to more teachers incorporating the training into their lessons. According to teachers' responses to the ECS item "How many times in the past year have you received observation and coaching in SEL?," teachers received training about one to two times a year (Figure 21).

Figure 21.
Teachers reported receiving coaching in SEL about one to two times a year.



Source. 2015–2016 AISD Employee Coordinated Survey

Note. Responses were 1 = never, 2 = 1 or 2 times, 3 = 3 or 4 times, 4 = 5 or more times.

Means showing the same letter indicate a significant difference at $p < .01$.

However, open-ended responses suggested that teachers wanted more frequent training. Other recommendations for more support included hiring more staff to support SEL implementation, having school counselors be more involved and share SEL implementation responsibility with teachers, providing more resources for teachers (i.e., pre-planned SEL activities, handouts on SEL practice and approaches to address various situations, space and materials for peace areas), and having regular collaborative walkthroughs and observations for teachers.

Administrative Accountability

Teachers at all grade levels expressed the belief that there should be more consistency in SEL implementation, and accountability to make sure teachers and schools are implementing it as they should (12%) (Appendix A). Recommendations included making sure there is accountability from the district, as seen in a response by a high school teacher who said, “There will need to be some oversight from central office to ensure that administration is supportive of the initiative.” Other recommendations also focused on school administration. One high school teacher recommended “Administrators will have to hold teachers accountable” and another said “Admin[istrators] should make clear expectations for how SEL looks in every classroom.” Furthermore, some teachers stated that not all teachers actually implemented SEL, and recommended that implementation be required of teachers. As one middle school teacher stated, “I believe that campuses should be held to more accountability when it comes to SEL. It should not be an option to implement SEL. It is far too important to the school.”

“I believe that campuses should be held to more accountability when it comes to SEL. It should not be an option to implement SEL. It is far too important to the school.”

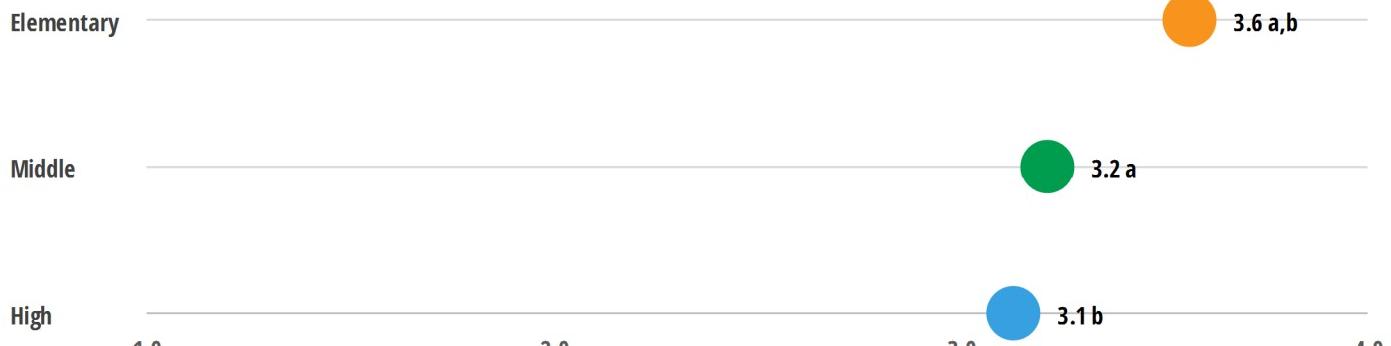
- middle school teacher

Integration into Core Curriculum

Although it was not an especially common response (5%; see Appendix A), some teachers spoke about integrating SEL into the core curriculum instead of teaching it in stand-alone lessons. Among high school teachers, these recommendations illuminated the challenges of SEL implementation when students have different teachers for each subject and are learning SEL in advisory periods or other specific periods. For example, one teacher suggested that SEL program staff “develop a perspective of SEL as integrated with the curriculum rather than as a separate, stand-alone entity.” Middle school teachers expressed similar concerns about integration. Referring to older students’ resistance to the Second Step lessons, one middle school teacher stated, “I prefer building SEL into lessons as opposed to providing stand-alone lessons. The ‘covert style’ of this makes kids more receptive to learning it, instead of feeling like they are being force fed this content.” However, during a conversation with program staff, this approach was described as a barrier to direct instruction, stating “Kids won’t ever ‘own’ and transfer the skills on their own if they’re getting the content ‘covertly.’” Although elementary school teachers also spoke of integrating SEL into their core curriculum, they focused more on being able to integrate SEL into each of the multiple subjects they teach, making SEL a constant thread in their daily teaching. For example, one elementary teacher suggested that teachers should “better incorporate the SEL lessons into our core curriculum so that it is more of a cross-curricular approach.”

Figure 22.

Elementary school teachers reported integrating SEL learning skills during their lessons in academic content areas more frequently than did **middle** and **high** school teachers.



Source. 2015–2016 AISD Employee Coordinated Survey

Notes. Response options ranged from 1 = *never* to 4 = *frequently*. Means showing the same letter indicate a significant difference at $p < .01$.

Responses to the ECS survey items supported this concern. Teachers were asked to indicate how often they integrated SEL skills during their lessons in academic content areas. Regardless of school level, teachers indicated that they integrated SEL skills into their lessons at least “sometimes.” Elementary teachers on average reported integrating SEL into academic content areas more frequently than did middle or high school teachers (Figure 22).

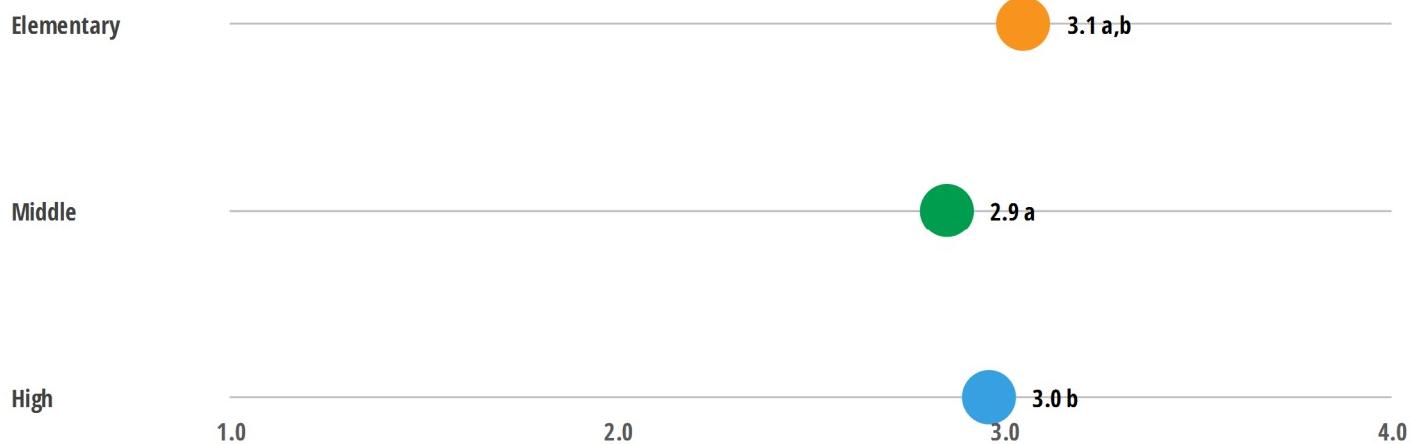
Considering this result with teachers’ open-ended responses, it is clear that the structure of elementary school makes it much easier to integrate SEL and embed it into each core academic content area. Middle and high school teachers have a harder time integrating SEL into their daily lessons because they do not see the same students all day, and instead teach many different students in multiple classes throughout the day.

Time & Scheduling

Time and scheduling was another topic that arose in 8% of teachers' open-ended recommendations for the future of SEL at AISD (Appendix A). Interestingly, sometimes these recommendations contrasted with other teachers' suggestions to integrate SEL into all academic content areas (5%). There were some teachers who asked to continue implementing SEL only in specifically scheduled time, such as "in advisory," during an "enrichment period," in "an elective class," or in "a one-semester course that students take opposite Health."

Other teachers recommended increasing the amount of time designated for SEL throughout the day, whereas other teachers expressed frustration at not having enough time to plan for SEL lessons on top of all their other daily work. A few elementary school teachers felt that implementing SEL is complicated in grades that also have standardized testing, and asked for "ideas on how to effectively and efficiently incorporate [SEL] into the time we have available especially during testing season." Teachers also spoke to the issue of time in an SEL-related item of the TELL survey. Middle school and high school teachers had low ratings on the TELL survey item, "Staff have enough time to implement the SEL learning approach at this school." Though elementary teachers responded more favorably than did middle or high school teachers, their ratings were still quite low (Figure 23). Both this survey question and teachers' open-ended responses indicate that teachers need support in making time in their schedules to implement SEL.

Figure 23.
Elementary, middle, and high school teachers somewhat agreed that staff had enough time to implement the SEL learning approach at their school.



Source. 2015-2016 AISD TEL survey

Note: Response options range from 1 = strongly disagree to 4 = strongly agree.
Means showing the same letter indicate a significant difference at $p < .01$.

Adult SEL Skills

The TELL survey also included a question addressing staff's SEL skills. Though teachers agreed with the statement "all staff interact with each other in a way that models SEL," they did not agree strongly (Figure 24). Some teachers' open-ended responses contradicted this, stating that they felt many teachers and staff did not have well developed SEL skills of their own, and that "teachers need to practice what we teach the students." Adults at all school levels expressed this idea. As a middle school teacher stated, "Administration and staff need to model and demonstrate the SEL techniques with each other." Similarly, a high school teacher said that "students and teachers both need coaching for [SEL] to be successful."

An elementary school teacher believed "SEL should start in teachers. If teachers develop a more positive way to interact with each other, then SEL will be natural to implement in the classroom." Some teachers also recommended SEL training for adults so they would be better equipped to interact with students and difficult situations. For example, one middle school teacher said "SEL teacher instruction should focus more on teacher interactions with students. For example, how to deescalate difficult student to student interactions."

"SEL should start in teachers. If teachers develop a more positive way to interact with each other, then SEL will be natural to implement in the classroom."

- elementary school teacher

Figure 24.
Elementary, middle, and high school teachers agreed that all staff interacted with each other in a way that modeled SEL.



Source. 2015–2016 AISD TELL Survey

Note. Response options ranged from 1 = *strongly disagree* to 4 = *strongly agree*. There were no significant differences between groups, $p < .05$.

School Climate

Only a few teachers (1%, see Appendix A) made recommendations aimed at improving the school climate. Some elementary school teachers' recommendations (26% of the school climate responses) involved increasing the use of a common SEL language. Middle and high school teachers did not mention a common SEL language; instead, echoing responses to the first question, they spoke about the importance of student voice when implementing SEL.

"Make [SEL] a more explicit part of the school culture and environment."

- elementary school teacher

Other Topics

A few more topics emerged in teachers' recommendations; however, they were not very common (for a full list of themes, see Appendix A). Some teachers (6%) wanted more of a focus on specific populations, including students who speak languages other than English, students with behavioral problems, high-risk schools, and students identified as requiring special education services. Another recommendation was to increase the involvement of parents and the community in SEL activities. Some teachers expressed a desire for more direct support from the district and central office. A few teachers (2%) recommended changes to the ways SEL specialists work on their campus, suggesting that specialists' roles include more frequent visits and interactions with teachers. Finally, very few teachers recommended increasing the amount of social services provided to students served at their school.





Conclusion and Recommendations

Conclusion

Allowing teachers to react to the implementation of SEL in their own words and from their perspective uncovers valuable information about the program that could not be found solely through the use of a survey or by analyzing school performance data. These teacher voices also provide evidence of support for various recommendations for the SEL program. It is clear that there is room for improvement in SEL implementation, especially at middle schools.

Recommendations

 **1. Reevaluate the efficacy of current explicit instructional resources.** One of the most common themes emerging from the data related to instructional resources. For example, teachers at all levels recommended changing the SEL lessons and curriculum. Middle school teachers were the most likely to make this type of recommendation, while also reporting seeing no change, or negative changes on their campus because of SEL, and least likely to recommend continuing the program as it is. This lack of positive feedback could be a result of the explicit instructional resources supplied to middle school teachers, which teachers believed to be less relevant and engaging to middle school students. Thus, SEL program staff should reconsider the ways in which SEL is implemented at middle schools. Many teachers spoke about the fact that the Second Step curriculum does not seem relevant to their students' lives, and wanting to create their SEL lessons that better reflect their students' realities. Currently, a new version of Second Step is being piloted at a middle school; it has been received well and could potentially be a solution to the issues reported by teachers.

 **2. Engage teachers to build campus capacity to lead SEL curriculum development and take ownership of SEL on their campus.** Many teachers expressed a desire to have more room for creativity and individualization in the implementation of SEL lessons, and the ability to tailor the lessons to the specific needs of their school and students. Research indicates that it is important that schools work with the evidence-based resources provided to them and build on them (CASEL 2013; 2015), tailoring the resources to the specific needs and demands of their campus. At some schools, principals paid their staff to participate in curriculum writing workshops with their assigned SEL specialist during the summer to ensure that their school created SEL lessons that better reflected their students' needs. In a small focus group, teachers who had participated in these curriculum-writing workshops, described the power they not only experienced as teachers in leading this curriculum development, but also the change they observed in their students as a result of embedding more relevant SEL lessons. Part of what makes these home-grown SEL lessons so powerful is that before writing the lessons, teachers were asked to look at their school's data from the Student Climate Survey and the TELL Staff Climate Survey to determine which of the areas related to climate and culture were most in need of improvement. These needs were then directly addressed in the lesson plans written by the group, and the lessons were

shared with all teachers in the school, with the hope of seeing improvements in these targeted areas over time. This small group of “independent teacher leaders” was not only valuable to the school for their work in lesson writing, but also fostered a group of teachers committed to SEL, separate from the principal, who can help sustain the SEL program at that school. During a focus group with teachers and SEL staff on this topic, an SEL specialist reported that having a group like this at schools fostered a school climate where SEL implementation was strong and consistent, regardless of changes to administration. As this specialist eloquently stated, providing these opportunities ensured that “SEL is done with you, not to you.” The group also began building SEL skills in adults, something many teachers mentioned they needed to help sustain the program. Although these independent teacher leader and curriculum workshop groups have shown promise in improving ownership of SEL on campuses, they are expensive to implement and require many resources, regardless of changes to administration.



3. Provide more training and workshops for teachers to enhance their own SEL instructional practices.

This report shows that many teachers were highly motivated to improve their SEL implementation skills and that increased availability of workshops and professional development training would be welcomed by AISD teachers at all grade levels. The schools currently engaged with developing and implementing SEL workshops are a model for what the next phase of SEL might look like. Indeed, if given the chance, teachers will take advantage of these opportunities to improve SEL in their own classroom and beyond.

4. Provide training for adults to further develop their own SEL skills.

In addition to wanting to improve their SEL instructional skills, teachers wanted to improve their own SEL skills. To sustain social and emotional learning in AISD and ensure buy-in from teachers, adults must possess the same SEL skills they are importing to their students. In addition to training on instruction and implementation, training that builds SEL skills in teachers will help the continued positive development and implementation of SEL in AISD.

5. Continue to promote and develop proactive SEL-informed communication and relationship-building practices.

AISD has started to endorse SEL-informed communication and relationship-building practices. Many teachers have reported that these practices have resulted in fewer disciplinary incidents. AISD should continue to make these skills and practices a priority, especially in light of the recent AISD school board [decision to ban suspensions](#) from pre-K to 2nd grade. These practices include using peace paths and Restorative Practices. It should be noted that these practices are not discipline interventions, but instead are proactive SEL-informed tools that lead to better discipline outcomes. It is crucial that teachers continue to receive training on how to develop these communication and relationship-building skills and to use them effectively in the classroom.

Appendix A: All Response Categories, and Response Frequencies and Percentages

Table A1

"What changes have you seen on campus because of SEL?" Coding categories, response percentages, and frequencies.

	Whole sample		Elementary		Middle		High	
	%	Frequency	%	Frequency	%	Frequency	%	Frequency
Self-awareness	7%	63	7%	41	8%	13	5%	9
Optimism	1%	7	0%	1	2%	3	2%	3
Self-efficacy	1%	8	1%	5	1%	1	1%	2
Accurate self-assessment of strengths challenges	1%	9	1%	3	3%	5	1%	1
Relating thoughts and feelings to behavior	1%	5	1%	4	1%	1	0%	0
Labeling one's feelings	3%	31	5%	26	1%	2	2%	3
Self-management	21%	187	29%	159	8%	14	7%	14
Calm down strategies	4%	36	6%	34	1%	1	1%	1
Regulating one's emotions	8%	70	11%	62	2%	4	2%	4
Managing stress	2%	22	3%	15	1%	2	3%	5
Self-control	5%	50	8%	42	3%	6	1%	2
Self-motivation	1%	5	1%	5	0%	0	0%	0
Setting and achieving goals	0%	2	0%	0	1%	1	1%	1
Social awareness	13%	118	14%	79	12%	21	10%	18
Perspective taking	2%	17	2%	13	1%	1	2%	3
Empathy	4%	33	5%	29	1%	2	1%	2
Respecting diversity	3%	27	2%	13	4%	7	4%	7
Understanding social and ethical norms of behavior	4%	40	4%	23	6%	11	3%	6
Recognizing family, school, and community supports	0%	1	0%	1	0%	0	0%	0
Relationship skills	28%	256	36%	197	18%	31	15%	28
Interpersonal skills	6%	51	7%	36	3%	6	5%	9
Building relationships with diverse individuals and groups	3%	24	2%	12	5%	8	2%	4
Communicating clearly	6%	54	7%	37	6%	10	4%	7
Working cooperatively	3%	27	4%	20	2%	4	2%	3
Resolving conflicts and problem solving	11%	97	17%	91	2%	3	2%	3
Seeking help	0%	3	0%	1	0%	0	1%	2

Source. 2015-2016 AISD Employee Coordinated Survey

Appendix A, continued

Table A1, continued

"What changes have you seen on campus because of SEL?" Coding categories, response percentages, and frequencies.

	Whole sample		Elementary		Middle		High	
	%	Frequency	%	Frequency	%	Frequency	%	Frequency
Responsible decision making	13%	120	15%	81	10%	18	11%	21
Considering the well-being of self and other	1%	10	1%	5	1%	2	2%	3
Recognizing one's responsibility to behave ethically	6%	55	7%	41	5%	9	3%	5
Basing decisions on safety, social, & ethical considerations	0%	3	1%	3	0%	0	0%	0
Evaluating realistic consequences of various actions	0%	4	1%	4	0%	0	0%	0
Making constructive, safe choices about self, relationships and school	1%	10	2%	10	0%	0	0%	0
Fights	1%	8	0%	1	2%	3	2%	4
Disciplinary infraction	3%	30	3%	17	2%	4	5%	9
Teacher buy-in and adult SEL skills	20%	181	15%	83	22%	38	32%	60
Student-teacher relationships	2%	21	1%	4	3%	6	6%	11
Implementation	12%	105	10%	53	14%	24	15%	28
Adult SEL skills	6%	55	5%	26	5%	8	11%	21
School climate	16%	150	22%	119	11%	19	6%	12
Bullying	3%	24	2%	13	5%	9	1%	2
General school climate	6%	52	6%	32	6%	10	5%	10
Common SEL language	8%	75	14%	75	0%	0	0%	0
No and negative change	17%	156	12%	68	29%	51	20%	37
General positive change	12%	105	11%	62	10%	17	14%	26

Source. 2015-2016 AISD Employee Coordinated Survey

Appendix A, continued

Table A2

"What recommendations do you have for the future of SEL at AISD?" Coding categories, response percentages, and frequencies.

	Whole sample		Elementary		Middle		High	
	%	Frequency	%	Frequency	%	Frequency	%	Frequency
Continue	29%	239	31%	152	19%	33	32%	54
Curriculum and lesson improvement	23%	187	15%	75	40%	69	26%	43
Suggest specific curriculum/program	5%	38	5%	21	6%	11	3%	6
School-wide activities	1%	8	1%	7	1%	1	0%	0
Increase cultural diversity lessons	1%	7	1%	1	2%	4	2%	2
Individualize lessons for specific school population	2%	18	1%	6	4%	7	3%	5
Allow freedom with implementation	1%	7	0%	1	2%	3	2%	3
Make lessons more interesting	3%	23	1%	4	9%	15	2%	4
Make lessons more age appropriate	3%	21	1%	6	5%	9	4%	6
Make lessons more relevant	2%	14	1%	3	5%	9	1%	2
Implementation support	28%	229	31%	149	23%	39	25%	41
Hire more staff	1%	11	1%	6	1%	2	2%	3
Offer refresher trainings	1%	7	1%	7	0%	0	0%	0
Offer walkthrough, observations, and follow-ups	3%	24	3%	17	1%	2	3%	5
Provide more resources for teachers	3%	28	5%	22	5%	9	4%	7
More counselor involvement	1%	10	2%	8	1%	1	1%	1
Train administration and principals	1%	8	1%	6	1%	1	1%	1
Offer more professional development	4%	30	4%	19	3%	5	4%	6
Help with implementation	2%	18	3%	14	1%	2	1%	2
Provide curriculum training	10%	81	10%	50	9%	16	9%	15
Consistency in implementation	12%	98	12%	58	12%	21	11%	19
Increase buy-in at school level	1%	12	1%	5	2%	3	2%	4
Consistency at school level	4%	37	5%	23	5%	9	3%	5
Consistency at district level	2%	15	2%	8	2%	3	2%	4
Require implementation and hold teachers accountable	4%	34	5%	22	4%	6	4%	6
Integration into the core curriculum	5%	42	5%	22	8%	13	4%	7

Source. 2015-2016 AISD Employee Coordinated Survey

Appendix A, continued

Table A2

"What recommendations do you have for the future of SEL at AISD?" Coding categories, response percentages, and frequencies.

	Whole Sample %	Frequency	Elementary %	Frequency	Middle %	Frequency	High %	Frequency
Time and scheduling	8%	66	9%	44	8%	14	5%	8
Need more help with times in grades with testing	1%	11	2%	10	1%	1	0	0%
Assign a specific time	7%	55	7%	34	7%	13	5%	8
Train adults in SEL	2%	19	3%	13	2%	4	1%	2
Focus on specific populations	6%	52	8%	37	4%	7	5%	8
Students with behavioral issues	2%	17	2%	11	1%	2	2%	4
High risk schools	1%	6	1%	4	1%	1	1%	1
Non-classroom teachers, specials teachers, other staff	1%	11	2%	8	2%	3	0%	0
Special Ed	1%	5	1%	4	0%	0	1%	1
ESL and multilingual students	1%	12	2%	10	1%	1	1%	1
More parent and community involvement	4%	32	5%	25	2%	3	2%	4
Community building	1%	5	1%	4	0%	0	1%	1
Parent involvement	3%	27	4%	21	2%	3	2%	3
Improve school climate	4%	37	5%	23	4%	6	5%	8
General climate improvements	2%	17	2%	11	1%	1	3%	5
Increase use of common SEL language	0%	1	1%	1	0%	0	0%	0
More student engagement	2%	14	1%	6	3%	5	2%	3
Provide more support from the district	3%	28	4%	20	2%	4	2%	4
Specialist suggestions	2%	14	2%	10	2%	3	1%	1
Provide more social services	1%	9	1%	4	1%	1	2%	4
Cut the program	2%	18	1%	5	5%	9	2%	4

Source. 2015–2016 AISD Employee Coordinated Survey

Appendix B: Mean Responses, by Grade Level, for the AISD TELL and ECS Staff Climate Survey

Table B1
AISD TELL Staff Climate Survey Response Means

	Elementary <i>n</i> = 909	Middle <i>n</i> = 384	High <i>n</i> = 316
My principal models social and emotional competence in the way that he/she deals with students and faculty.	3.3 _a	2.9 _{a,b}	3.3 _b
All campus staff interact with one another in a way that models social and emotional competence.	3.2	3.2	3.1
There is a clear vision for academic, social, and emotional learning in AISD.	3.3 _{a,b}	3.2 _a	3.2 _b
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate and restorative justice).	3.2 _{a,b}	3.0 _{a,c}	2.8 _{b,c}
School staff received sufficient training regarding how to use the social and emotional learning approach.	3.3 _{a,b}	3.0 _a	3.0 _b
Staff have enough time to implement the social and emotional learning approach at this school.	3.1 _a	3.0 _a	2.9
Teachers participate in a professional learning community to support students' social and emotional competence. (Response options: 1=rarely, 2=sometimes, 3=often, 4=regularly)	3.3 _{a,b}	3.2 _a	3.2 _b

Source. 2015–2016 AISD Employee Coordinated Survey

Note. Unless otherwise noted, response options are as follows: 1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*. Means sharing the subscript letter indicate a significant difference at $p < .01$.

Appendix B: Mean responses, by Grade Level, for the AISD TELL and ECS Staff Climate Surveys

Table B2
AISD ECS Survey Response Means

	Elementary <i>n = 909</i>	Middle <i>n = 384</i>	High <i>n = 316</i>
The district central office provides adequate materials and curricular resources to promote social and emotional development of all students at our school.	3.6 <small>a,b</small>	2.8 <small>a</small>	2.8 <small>b</small>
Teachers at my school are expected to promote the social and emotional development of all students.	3.4 <small>a,b</small>	3.2 <small>a</small>	3.2 <small>b</small>
My school uses data effectively in an ongoing cycle of inquiry to inform and improve social and emotional learning practice.	3.0 <small>a</small>	2.8 <small>a,b</small>	2.6 <small>b</small>
I feel confident in my ability to implement the social and emotional learning program that has been adopted at my school.	3.3 <small>a,b</small>	2.9 <small>a</small>	3.0 <small>b</small>
My school has developed a long-term plan to promote social and emotional learning.	3.2 <small>a,b</small>	3.0 <small>a,c</small>	2.8 <small>b,c</small>
The district includes social and emotional skills in the learning standards for students.	3.2 <small>a,b</small>	2.9 <small>a</small>	2.9 <small>b</small>
There is a person at my school who is responsible for coordinating and supporting programs and activities that promote social and emotional learning.	3.4 <small>a</small>	3.1 <small>a</small>	3.2
Please indicate how often you integrate social and emotional skills during your lessons in academic content areas? (response options: 1 = <i>never</i> , 2 = <i>rarely</i> , 3 = <i>sometimes</i> , 4 = <i>frequently</i>)	3.6 <small>a,b</small>	3.1 <small>a</small>	3.2 <small>b</small>
How many times in the past year have you received observation and coaching in social and emotional learning? (response options: 1 = <i>never</i> , 2 = <i>1 or 2 times</i> , 3 = <i>3 or 4 times</i> , 4 = <i>5 or more</i>)	2.2 <small>a,b</small>	2.0 <small>a</small>	1.9 <small>b</small>
How useful would you rate the training you received in the follow areas (response options: 1 = I do not recall having this kind of training, 2 = I found some aspects of the training useful, 3 = I found it useful but have not incorporated the training into my lessons yet, 4 = I found the training very useful):			
An overview of social and emotional learning?	3.1 <small>a,b</small>	2.5 <small>a</small>	2.3 <small>b</small>
How my interactions with students can promote their social and emotional skills?	3.2 <small>a,b</small>	2.6 <small>a</small>	2.6 <small>b</small>
Classroom management practices that promote social and emotional learning?	3.2 <small>a,b</small>	2.4 <small>a</small>	2.4 <small>b</small>
How to integrate social and emotional skill instruction with academic instruction?	3.0 <small>a,b</small>	2.2 <small>a</small>	2.2 <small>b</small>

Source. 2015-2016 AISD Employee Coordinated Survey

Note: Unless otherwise noted, response options are as follows: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

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